

**TYPES AND MICRO SKILLS OF READING COMPREHENSION  
TEST OF NATIONAL EXAMINATION FOR JUNIOR HIGH  
SCHOOL YEAR 2010-2014:  
A CONTENT ANALYSIS**

**MANUSCRIPT PUBLICATION**

**Submitted as Partial Fulfillment of the Requirement for Getting Master  
Degree of Language Study of English**



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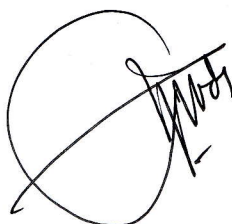
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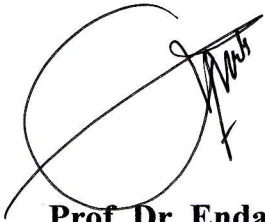
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# **Types and Micro Skills of Reading Comprehension Test of National Examination For Junior High School Year 2010-2014: A Content Analysis**

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## **ABSTRAK**

Artikel ini menginvestigasi keterampilan mikro terhadap pemahaman bacaan pada Soal Ujian Nasional. Fokus pada artikel ini adalah isi dari soal kompetensi membaca yang ada di system ujian nasional di Indonesia, atau yang lebih dikenal dengan Ujian Akhir Nasional (UAN). Tujuan pada artikel ini adalah untuk mencari tahu tentang: (1) Tipe soal dan keterampilan mikro yang muncul pada bacaan bahasa inggris (reading text) yang ada di Ujian Nasional Bahasa Inggris pada tahun 2010 hingga 2014, (2) Frekuensi tipe dan keterampilan mikro soal bacaan yang muncul di Ujian Nasional Bahasa Inggris pada tahun 2010 hingga 2014, (3) Tipe soal bacaan bahasa inggris (reading) yang dominan keterampilan mikro muncul di Ujian Nasional Bahasa Inggris pada tahun 2010 hingga 2014. Penulis disini menggunakan artikel descriptif kualitatif sebagai metode design artikel dan menggunakan studi dokumen sebagai teknik yang penulis gunakan untuk mengumpulkan data. Dokumen utama yang digunakan adalah Ujian Nasional Bahasa Inggris pada tahun 2010-2014. Penulis menganalisa data dokumen Ujian Nasional setiap tahunnya dan membedakan data yang diperoleh menjadi dua, kompetensi bacaan (reading) dan kompetensi menulis (writing). Dalam kasus ini penulis hanya menganalisis materi pada kompetensi bacaan saja. Temuan dari artikel ini adalah: (1) Jenis pemahaman membaca di UAN 2010-2014 adalah Gagasan utama, Kemampuan Semantic, fungsi Komunikatif dari tujuan teks, deixis, dan penarikan kesimpulan. (2) Hasil frekuensi tipe dan keterampilan mikro soal bacaan yang ada di UAN 2010-2014 menunjukkan bahwa persentase rata-rata setiap jenis adalah: Gagasan Utama (34,74%), tentang Semantic (20,04%), deixis (11,60%), fungsi komunikatif dari tujuan sebuah teks (10,80 %) dan penarikan kesimpulan (23,45%). (3) Tipe soal bacaan bahasa inggris yang sering muncul / dominan keterampilan mikro di Ujian Nasional Bahasa inggris adalah Gagasan Utama.

**Kata kunci:** Analisis Isi, Ujian Nasional, dan Pemahaman Bacaan

## ABSTRACT

The current study is to observe the dominant micro skills of reading comprehension used in National Examination. The focus of the study is the content of reading comprehension material in Indonesian National testing system for English that is called as National Examination/*Ujian Akhir Nasional* (UAN). The objectives of the article are to analyze the items material in English National Examination in order to find out: 1) The types and mikro skills of reading comprehension in English National Examination (UAN) year 2010 till 2014, 2) The frequency of micro skills reading comprehension material in English National Examination (UAN) year 2010 till 2014, 3) The dominant micro skills of reading comprehension in English National Examination (UAN) year 2010 till 2014. The writer used qualitative descriptive as the method design and used study document or documentation as the data collection technique. The document of English National Examination (UAN) year 2010-2014 became the main data of the article. The writer analyzed the data for each year of UAN document and differentiated the data obtained to reading comprehension and writing skill. In this case, the writer only examined the reading comprehension material. The findings of the study are: (1) Types and micro skills of reading comprehension in UAN 2010-2014 are Main idea, Semantic, Communicative function of goals, deixis, and drawing conclusion. (2) The result of the frequency of mico skills the reading test questions shows that the average percentage of each types are: Main idea (34.74%), Semantic material (20.04%), Deixis Reference (11.60%), Communicative function of goal (10.80%) and drawing conclusion (23.45%). (3) The dominant micro skills of reading comprehension is about Main Idea material and then Drawing conclusion material.

**Key word:** Content Analysis, National Examination, and Reading Comprehension

## I. INTRODUCTION

The success of education evaluation system can be shown from its instrument. Whether the instrument is appropriate and can measure the particular purpose. Using irrelevant instrument leads inaccurate measurement and cause untrustworthy result. One of the instrument for evaluate the education system is using test. National Final Exams or also called *Ujian Akhir Nasional* (UAN) is one of the instruments held by Indonesian Government in order to evaluate students' achievement of their

competencies under guidance of The Education National Standard Board (*Badan National Standar Pendidikan* or BSNP). The test is also used to measure the level of education's purpose and even to measure education quality. The indicators of achievement's objective stated in KTSP (*Kurikulum Tingkat Satuan Pendidikan* or Education level Curriculum) can be seen from the result of the UAN for junior high school in 2010 till 2014 that cover 4 subjects; Bahasa Indonesia, English, Mathematic, and Science. The indicators are spread to all same education level school in all over Indonesia. It makes all the students take the same examination material. English UAN for Junior High School in 2010-2014 are delivered in multiple choice forms. In this examination test, the UAN must cover the material on syllabus that is guided through the curriculum. Therefore all the items of UAN test should match with KTSP.

In that case, it means that English Material for UAN should cover four basic skill; they are listening, speaking, reading and writing (Brown, 2003: 117). One of the English language skills that should be mastered and pressured in Junior High School is reading since it is a crucial part of second language learning and teaching. Those statements are supported by Carrel et al (1988: 1), they say that reading is by far the most important of four skills in second language, particularly in English.

Prasetyarini (2007: 67) says that reading is a prominent language skill which influences learner's achievement. While, Rahmawati (2006: 61) says that reading is one of the most important foreign language skills. Reading has various abilities or skills that involve some aspects of language such as vocabulary, structure, spelling, pronunciation and meaning. In term of reading comprehension it must be emphasized especially in vocabulary which consists of spelling and meaning. Reading requires understanding or comprehending the means. Through reading we acquire new ideas, obtained needed information and broaden our interest.

Common people think that reading is an activity of looking at and understanding written form. On the other hands, an expert gives more complex definition of reading. In a book with the title, "Reading English as a Foreign Language" Bouchard, et al (1979) defines reading as a complex activity dependent upon the thinking and language skills of readers. Reading is one of the ways to grasp and interpret the written information. By reading understanding, students will obtain information news and technology easily. There are at least two basic reasons why reading is essential. First, through reading student can get the information they need. Second, by reading activity student can get support in their academic achievement (Nuttal, 1996).

Based on the Government Regulation number 19, 2005, language education should develop the language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. The fact about shows that even though there are four skills in English, The implementation of English National Examination only focus on written form test that include reading and writing.

The article that analyzes the data of UAN for junior high school was done by Handayani. The writer analyzed the content of English National Examination material and compared it with syllabus in KTSP. Handayani examined the data and classified each number of data into three different competencies and then compare whether the competencies were suitable for KTSP or not.

In the article, Handayani did not give profound classification of reading test material in English National Examination. Compare to the fact that the reading comprehension is important skill for Junior High School level, the researcher want to analyze the data of reading comprehension into more specific classification. Therefore, in this article the writer wanted to correlate reading comprehension and National Examination by conducting content analysis research.

So in the article, the writer could describe different types and micro skills of reading test material that usually appears in the test, find the frequency of micro skills reading comprehension tested in national examination, and find the dominant micro skills reading comprehension tested in national examination. That is why the researcher conducting research under title “Types and Micro Skills of Reading Comprehension Test of National Examination for Junior High School Year 2010-2014: a Content Analysis.”

#### **a. Testing Reading**

Reading is one of the language skills which needed be taught in language classroom. Students need to be able to read text in English either for their careers, for study, or simply for pleasure. Reading is also plays an important role for language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process. When reading text are very interesting and engaging, the acquisition process will be more successful. Reading texts also opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing- the way sentences paragraphs, or texts are constructed. Last but not the least, reading texts can introduce interesting topics and stimulate discussion. (Harmer, 2005: 68)

The schema theory discussed by Carrell and Eisterhold (1987) in Fauziati (2010: 32) provides a clear picture of the nature or the process of reading in the reader's mind. In the other words, it stated that comprehending text is an interactive process between background knowledge of the reader to comprehend the text. For efficient comprehension requires the ability to relate the textual material to own information (schemata). Improving students' ability to comprehend the text, teacher has to help student change inefficient in reading habits (reading word, focusing too much on form, depending severely on



dictionary etc.) With guided reading, provide the effective way to help student how to read in different ways, different speeds and different purposes.

As we design reading tasks, we have to keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities in class should increase the communicative competence and success oriented in building up student's confidence in reading ability. The fully-developed reading activity provides support for student in pre-reading, while reading and post reading activities. (Fauziati, 2010: 40)

Post-reading activities function as a closing mark for a reading class. The followings are advisable activities for post-reading:

- (1) Answering questions to show comprehension of messages to multiple-choice or true/false questions.
- (2) Students are given several possible summary-sentences and asked to say which of them fits to the text.
- (3) Writing as a follow up to reading activities related to passages. We can also ask students to write a summary with several guided questions.
- (4) Speaking output as other follow up activities of reading; for instance, interview, discussion, debate, role-playing, etc. and associate it with the passage they have read.

#### **b. Micro Skills of Reading Comprehension**

To become efficient readers, one should follow Richards' suggestions (1983: 230) about the models of micro skills of reading comprehension in the form of report text, as follows:

- 1) Recognize a core of words, and interpret word order patterns and their significance of report text.

- 2) Recognize the grammatical word classes (adverbs, verbs, nouns, etc.), The systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 3) Recognize word with particular meaning may be expressed in different grammatical forms.
- 4) Recognize the rhetorical forms and their implication for interpretation.
- 5) Conjecture the context that is not unequivocal by using background knowledge.
- 6) Conclude links and connections between events, ideas, etc. assume the causes and effects and detect relation as main idea, supporting idea, new information, given information, generalization and exemplification.
- 7) Improve and use the reading technique such as skimming, scanning, detecting discourse markers, guessing meaning, and activating prior knowledge for the interpretation of the report.

In Hendra's study case, the difference is laid on the objective of the research. The objective is to undertake the present investigation that intends to find out the extend of the acquisition of the reading comprehension of the seventh grade students of SMPN 2 Tampakiring in academic year 2013/2014 which was evaluated by using multiple choice test items.

In Handayani's study, there is different focus of study compares to the writer's research. Handayani focused on the education stakeholder that mainly concentrated on the teacher by showing the result of the KTSP implementation through English National Examination material for Junior High School 2006/2007 and 2007/2008. The research was done with the purpose that the result of the study can be used for The Department of National Education as input information whether the new Curriculum has been applied in National Final Examination for Junior High School 2008/2007 ad 2007/2008.

For Fan and Jin's study case, the data of the study were collected through structured questionnaire, development basis of the framework of good practice in Standards for Educational and Psychological testing, and Semi-structured interview. Despite the fact that the informants' responses indicated dominant uniformity at general level, the survey identified that there are much variation in the testing practice of the six examination boards at more specific level, especially in pretesting, test use, test equating, marking, etc. Beside that the survey also found the problem and challenges facing these examination boards in their testing operations.

In Patricia's study, the subjects were 62 learning disabled high school students, were divided into an experimental and a control group and assessed for prior knowledge of a social studies textbook passage. In the SFA activity, the experimental students completed a relationship chart listing the passage's major concepts and related vocabulary, then rated the relationship of each vocabulary word to each major concept. The control group looked up 10 of the passage's "difficult" vocabulary words in the dictionary, writing down the definition and an appropriate sentence.

For Nicole and Rehsen's study, the data about motivation was collected and evaluated using surveys, observations, and reflections. The result of the study showed that after 16 weeks period the Reading Mastery program, it could improve students' reading fluency, comprehension, and motivation toward reading.

In McNeal and Dwyer's study, they applied different methods and procedures of collecting data. They used content utilized in this study with 2000 words instructional unit focusing on the function of the human heart. The reason in choosing this content was because of it was endorsed the evaluation of several types of learning objectives. In treatment process, the researcher took three hundred fifty two students to be randomly assigned in four treatment groups and received the respective of structural presentation.

McCallum's study, the study examined the development of map-reading skills in one adult ESL classroom. The study attempted to discover the amount that the students' map-reading skills could improve over the course of one five-week unit.

The current article provided the analysis of the types of reading test material in English Examination in the academic year of 2010 till 2014. This article also classified the types and micro skills of question material in reading test of English National Examination including the example and the analysis of each types in the test. The main focus of the test is laid on the textual content understanding, it shows from the percentage of the largest amount of the material are Main idea material question and drawing conclusion question.

So in the article, the writer could describe three objectives to obtain. They are (1) to describe the types and micro skills of reading comprehension test of national examination, (2) to find the frequency of micro skills reading comprehension test of national examination, (3) to find the dominant micro skills of reading comprehension test of national examination.

## **II. METHODOLOGY**

A qualitative descriptive method was used to investigate the types and micro skills of reading comprehension, the frequency of micro skills reading comprehension, and the dominant micro skills of reading comprehension of National Examination year 2010-2014.

### **a. Data and Data Source**

There are two types of data in this article, the data and data source. The data is the test items of reading comprehension in English National Examination year 2010-2014. Meanwhile the data source of the article is documents from English National Examination year 2010-2014.

### **b. Technique of Collecting Data**

The technique of collecting data in this article is documentation or document study. Why the writer using this technique because: (1) it always enables on low cost; (2) it is stable source of information but in the sense of that may accurately reflect situation that occurred at sometimes in the past and can be analyzed and reanalyzed in what undergone changes in the interim; (3) they are rich source of information contextually relevant and grounded in the context by they represent; and (4) they are legally unassailable or unlike human respondent, non reactive.

In technique of collecting data, the researcher did data collection as follow:

- 1) The writer reads test items of English National Examination of Junior High School year 2010 – 2014.
- 2) The writer observes the test items of English National Examination of Junior High School year 2010 – 2014.
- 3) The writer makes list of data of the types, frequency and dominant micro skills of reading comprehension test in English National Examination of Junior High School year 2010 – 2014.
- 4) The writer writes down the article finding based on the coding of types and micro skills reading comprehension.

### **c. Data Validity**

In validating the data, the researcher used expert judgment. An Expert judgment procedure is a method that often used if there are risk assessments to fill in quantitative data. Expert judgment has been proved to be very reliable source when there is no other data are available, but the choice of the expert is always questionable. The seed questions of expertise may cause another problem. Expertise is assessed not covering the full object of the study but only the topics in which the questions is formulated.

#### **d. Technique of Analyzing Data**

The writer will use a descriptive analysis to conduct the data analysis. The writer did the steps as follow:

- 1) The writer identifies test items of English National Examination of Junior High School year 2010 – 2014 based on micro skills in reading skills,
- 2) The writer Classifies test items of English National Examination of Junior High School year 2010 – 2014 in listening and reading skills,
- 3) The writer calculates to the total number of each test items of English National Examination, and
- 4) The writer makes conclusion.

### **III. RESEARCH FINDING AND DISCUSSION**

Based on the data taken from English National Examination, the researcher clarify based on Richards and Schmidt, 2002: 444 that in constructing the reading test for National Examination, there are five points of standard content test that were used as guide line. They are: (1) the main idea or theme, (2) semantics (meaning, synonym), (3) communicative function of goals (purpose), (4) reference, and (5) the most important information. All the question type above can be delivered in completion statement or WH question format.

In order to answer the second problem statement, the researcher arrange the data of the research about the type of reading test type, calculate the frequency of each types from English UAN 2010-2014 and dominant micro skills reading comprehension tested in National Examination.

## 1. Types of Reading Comprehension Tested in National Examination

Having analyzed all the data of type of reading in English National Examination 2010 – 2014, the writer found five types of reading test; they are main idea, semantics, communicative function of goal (purpose), deixis reference, drawing conclusion of the text.

**Table 1: Types of Reading Test and Examples**

No.	Types of Reading Test	Example of Type Questions
1.	<b>Main Idea :</b> 1) Main idea of text : a) Wh Question Format  b) Completion Sentence Format  2) Main idea of paragraph : a) Wh Question Format  b) Completion Sentence Format	<ul style="list-style-type: none"><li>➤ What is the text about?</li><li>➤ What does the text tell?</li><li>➤ What is the notice mean?</li> <li>➤ The notice means that ....</li><li>➤ The text above is about ....</li><li>➤ The mainly tells us about ....</li> <li>➤ What is the main paragraph 3 about?</li><li>➤ What is the main idea of paragraph 2?</li><li>➤ What is the main idea of paragraph three?</li> <li>➤ The first paragraph tells us about....</li><li>➤ The third paragraph tells us that....</li><li>➤ Paragraph three tells us that....</li></ul>
2.	<b>Semantics :</b> 1) Meaning :	<ul style="list-style-type: none"><li>➤ "...and two of them fell into a deep pit." (paragraph 1). The underlined word means....</li></ul>

	2) Synonym	<ul style="list-style-type: none"> <li>➤ The word “wish” in the text nearly means....</li> <li>➤ “It is located in the industrial area in Singapore.” (paragraph 1) The underlined word means....</li> <li>➤ “They are <u>jaw-dropping!</u>” The underlined phrase has similar meaning to....</li> <li>➤ “...this will <u>support</u> you to write more articles”. The underlined word closest in meaning with....</li> <li>➤ “I hope you always <u>perform</u> the best...” The underlined word can be replaced with....</li> </ul>
<b>3.</b>	<b>Communicative Function of Goal (Purpose) :</b> 1) Interpersonal Text :  2) Transactional Text : <ul style="list-style-type: none"> <li>• Warning</li> </ul> 3) Short Functional Text : <ul style="list-style-type: none"> <li>a) Announcement</li> </ul>	<p>There is no items of interpersonal text in English National Examination year 2010 – 2014.</p> <ul style="list-style-type: none"> <li>➤ The purpose of the text is ....</li> <li>➤ What is the purpose the text above?</li> <li>➤ What is the goal of the text above?</li> <li>➤ What is the purpose the text above?</li> <li>➤ What is the goal of the text above?</li> <li>➤ What is the aim of the text above?</li> </ul>





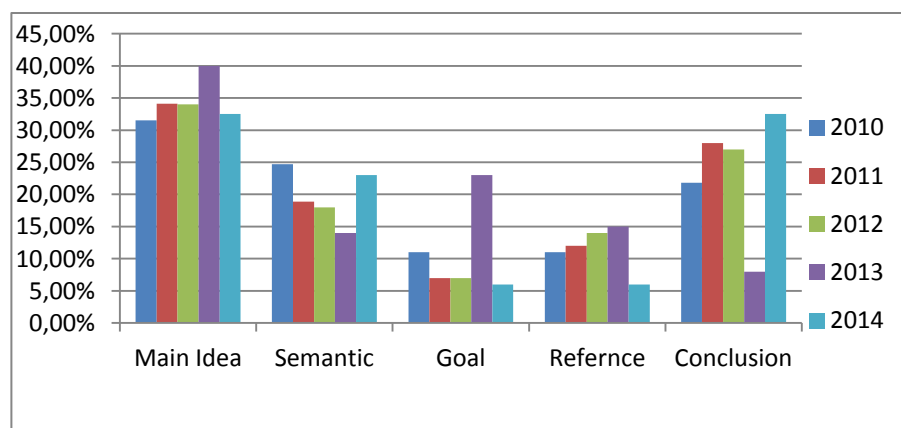
		<p>above?</p> <ul style="list-style-type: none"> <li>➤ What is the goal of the text above?</li> </ul>
4.	<p><b>Deixis Reference :</b></p> <p>1) Person Deixis</p> <p>2) Place Deixis</p> <p>3) Time Deixis</p>	<ul style="list-style-type: none"> <li>➤ “<u>They</u> were clean and had white sand.” (paragraph 4). The word “they” refers to ....</li> <li>➤ “He lived with <u>them</u> for three years.” (paragraph 2). The word “them” refers to ....</li> <li>➤ “Make <u>her</u> miserable.” (paragraph 2). The underlined word refers to ....</li> <li>➤ “This is a amazing place.” (line 3). The underlined word refers to ....</li> <li>➤ I move here because my parents get a job in this town. The word “here” refers to ....</li> <li>➤ You called at 9:00 last night? I was out then. The underlined word refers to ....</li> <li>➤ The party starts at 6:00 Friday evening? Okay, I’ll see you then. The underlined word refers to ....</li> </ul>
5.	<b>Drawing Conclusion of the Text</b>	<ul style="list-style-type: none"> <li>➤ From the text, we say that ....</li> <li>➤ From the text, we know that ....</li> <li>➤ From the story above, we can learn that ....</li> </ul>

## 2. Frequency of Micro Skills Reading Comprehension Tested in National Examination

Having analyzed all the data of type of reading in English National Examination 2010 – 2014 , the writer found five types of reading test; they are main idea, semantics, communicative function of goal (purpose), deixis reference, drawing conclusion of the text. And every types of reading test has their own frequency. There are total numbers of 73 items as described in the table below:

**Table 2. Overall Data of Reading Question Type in English UAN 2010-2014**

No	Type of Question	Year					Average
		2010	2011	2012	2013	2014	
1	Main Idea	31.50%	34.10%	34.00%	40.00%	32.50%	34.74%
2	Semantic meaning n Synonym	24.70%	18.90%	18.00%	14.00%	23.00%	20.04%
3	Communicative Function of Goal	11.00%	7.00%	7.00%	23.00%	6%	10.80%
4	Deixis Reference	11.00%	12.00%	14.00%	15.00%	6%	11.60%
5	Drawing Conclusion	21.80%	28%	27.00%	8.00%	32.50%	23.45%

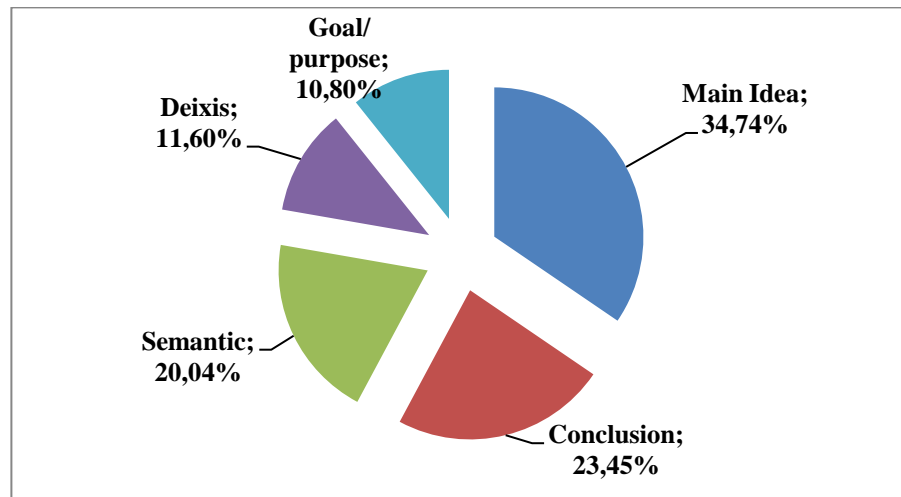


**Figure 1. Overall Data of Reading Question Type in English UAN 2010-2014**

The result of overall data shows that the main focus of the reading question types in English UAN 2010-2014 are about the textual content understanding. The average percentage of the biggest type of the test items from 2010-2014 is Main idea item test that reaches 34.74%. The next type is Drawing Conclusion question with average percentage 23.45%. The Semantic material is 20.04%, Deixis Reference is 11.60% and Communicative function of Goal reaches 10.80%.

### **3. Dominant Micro Skills Reading Comprehension Tested in National Examination**

The researcher analyzes the research finding result and determine the dominant micro skill reading type in National Examination. The finding already found that there are five major types of question materials in English National Examination Test: 1) Textual Content Understanding (Main Idea); 2) Semantic (Meaning and Synonym); 3) Communicative Function of Goal; 4) Deixis (Reference); and 5) Drawing Conclusion of the Text. All the types have each amount in each year (see table 4.12). The average percentage of the biggest type of the test items from 2010-2014 is Main idea item test that reaches 34.74%. The next dominant type is Drawing Conclusion question with average percentage 23.45%. The Semantic material is 20.04%, Deixis Reference is 11.60% and Communicative function of Goal reaches 10.80%.



**Figure 4.8 Dominant Micro Skill of Reading Test Type**

The result shows that in junior high school level, the student ability to comprehend the textual content of the text is emphasized. The ability to conclude and interpret the text whether in Transactional text, interpersonal text, short functional text or long functional text, are essential for student in order to comprehend the basic skill in reading text. The result of dominant micro skill of reading test type above can be used as guide for teacher to emphasize the reading skill in daily teaching. Teacher can train their student to be familiar in comprehending reading ability and make them to able to pass the test.

#### **IV. CONCLUSION**

The study finds out that there are five types of reading comprehension material question in English National Examination. These are Main Idea, Semantic (Meaning and synonym), Communicative Function of Goal, Deixis (Reference), and Drawing conclusion.

The result of the frequency of the reading test question showed that the main focus of the reading question types in English National Examination 2010-2014 are about the textual content understanding. From the data above, it shows that the main

focus of the reading question types in English UAN 2010-2014 are about the textual content understanding. The average percentage of the biggest type of the test items from 2010-2014 is Main idea item test that reaches 34.74%. The next type is Drawing Conclusion question with average percentage 23.45%. The Semantic material is 20.04%, Deixis Reference is 11.60% and Communicative function of Goal reaches 10.80%.

The result of the research can be used as the guidance for the teacher to teach their student for English National Examination Preparation. The teacher can predict what kind of reading text will be included in the UAN. Even though teacher does not need to worry about contradictive between UAN as centralistic exam and KTSP curriculum is school oriented, because in fact, most of the items of UAN was constructed based on the competencies of KTSP.

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